



## **Modifications in Training Procedures and Requirements for Experienced Service Coordinators**

**Note to trainers:** It is anticipated that all experienced TEIS service coordinators in Tennessee will have completed core early intervention service coordination training within one year. If a module item is not referenced here, then the item should be administered and evaluated in the same manner for new and experienced service coordinators according to the guidelines for each module in its corresponding *Roadmap for the Journey-The Trainer's Guide*.

### **Module 1**

- 1.2 Modify the icebreaker as needed and desired.
- 1.8 The experienced service coordinator will identify three safety, organizational, and stress relieving strategies that they use, and will share those with new service coordinators upon request.

### **Module 2**

- 2.11 The service coordinator is allowed to use an upcoming planned meeting with interpreter/translator or a recent past meeting to complete the observation form. An unplanned scheduled observation is necessary only if the service coordinator has never observed or participated in a meeting where an interpreter or translator was used.

### **Module 3**

- 3.4 Omit role-play activity.
- 3.7 Omit observation of child care facility.

### **Module 4**

- 4.2 Omit direction to the TEIS experienced service coordinator to familiarize themselves with TEIS nine district offices and counties served in their district.
- 4.2 Provide a copy (rather than generate a new one) of WPN from one of their files.
- 4.2 Follow-up training if score of less than 80% is achieved on surrogate parent quiz is required for new service coordinators and recommended for experienced service coordinators at the trainer's discretion.
- 4.3 Minor modification of wording of assignment.

## Module 5

- 5.10 A minor modification that allows the use of an example from the experienced service coordinator's caseload or experience in order to describe a child/families natural environment and write a justification for a service outside this environment is allowed.
- 5.10 New coordinators also create and write or describe a child/families natural environment as well as write a justification for a service outside this environment. However, the trainer may provide a case file to the new coordinator for this purpose or request that the new coordinator get this information when accompanying an experienced service coordinator while observing an intake and family assessment.

## Module 6

- 6.9 Experienced TEIS service coordinators in the Southeast District may exempt this activity as they have piloted and used this tool in everyday practice.
- 6.10 Rather than placing intake checklists in a readily accessible notebook as the new service coordinators are assigned to do, experienced service coordinators are asked to write a brief paragraph sharing tips for organizing and maximizing the intake process for themselves and families based on what they have learned from conducting intakes over the years. District offices/agencies may choose to compile these tips for new service coordinators for their review. Tips for locating seemingly nonexistent addresses, ways to deal with pets, pronouncing difficult names, strategies for keeping up with forms, safety recommendations, etc. are all encouraged to be included.
- 6.11 The trainer will provide clarification on the use of forms related to intake and referral as needed, while providing a **very brief** review of each form. The experienced service coordinator will submit, for the trainer's approval, an example from her case files to place in the portfolio that demonstrates competency in facilitating the movement of all appropriate clients/children and families through the intake and screening process. An example of each form (6.11a-k) will be provided. If necessary, and at the request of the trainer, the service coordinator will meet for further instruction and review of procedures related to any form identified by the trainer as incomplete or inadequately completed. The service coordinator will resubmit a newly completed and improved example demonstrating understanding and acceptable completion of form(s) for approval by the trainer and inclusion in the portfolio.
- 6.12 Omit field observation assignment unless there is a concern.
- 6.16 Step 1 of *Building Resources Web Assignment* is required for all service coordinators. Steps 2-4 are voluntary for experienced service coordinators based on the judgment and requirement of the district/agency program coordinator/trainer. If steps 2-4 are completed, please include results in the portfolio.

## **Module 7**

- 7.3** Revised wording and discussion. Review handout 7.3a *Evaluation Tools for Determining Eligibility for Early Intervention Services* and briefly discuss and clarify any issues related to the tools used in your district/service area.
- 7.7** Slight change in wording.
- 7.8** Slight change in wording.
- 7.9** Rather than completing field observations, the experienced service coordinator may submit a sample from her case files that demonstrates proficiency in conducting developmental screenings, interpreting the results, and planning the next steps.
- 7.9** Rather than completing field observations of full developmental evaluations, the experienced service coordinator who has conducted those evaluations herself, may submit a sample from the case files that documents her ability to conduct evaluations, understand the results, and develop an appropriate plan of action.
- 7.9** If the experienced service coordinator has never observed a specialty evaluation in the area of physical therapy, speech and language, occupational therapy, and/or audiology one field observation of one of the areas above will be scheduled and the appropriate observation form completed.

## **Module 8**

- 8.2** Placement of satisfactory example of *IFSP Meeting Invitation* (at the trainer/supervisor's discretion) from the case file in portfolio guide rather than generating a new one.
- 8.6** Writing Meaningful Plans (Continued) Slight change in wording to allow for briefer review.
- 8.6** Rather than completing field observations, the experienced service coordinator may submit a sample from her case files that demonstrates proficiency to the trainer/supervisor in writing the initial IFSP.
- 8.7** Slight changes in wording to allow for briefer reviews during training.
- 8.7** More freedom in regard to the necessity of keeping checklists at hand.
- 8.7** Omit direction to review sample interim IFSP from the agency/district.

## **Module 9**

- 9.3** The word *briefly* has been added because some experienced service coordinators are familiar with the use of most of these forms. Form 9.3e *Procedures for Standard Case Closings* however, is new to everyone except those in the TEIS Northwest district, who were asked to develop this checklist. As such, this item requires a closer look by other district experienced service coordinators.
- 9.4b** No observation is necessary for experienced service coordinators. They are asked instead to respond to the *Field Observation Form Transition Planning Conference* (9.4b) based on an example from their current case

files.

- 9.4c** This item is optional at the discretion of the TEIS district program coordinator.

### **Module 10**

There are no differences for experienced or new service coordinators in portfolio requirements for this module.